



Standard 1

Process

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, revising, and publishing).

Plan

- CMP.1.1 Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task. [11.4.1/12.4.1]

Draft

- CMP.1.2 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments. [11.4.2/12.4.2]
- CMP.1.3 Use point of view, characterization, style, and related elements for specific narrative (communication) and aesthetic (artistic) purposes. [11.4.3/12.4.3]
- CMP.1.4 Structure ideas and arguments in a sustained and persuasive way and support them with evidence from texts or precise and relevant examples. [11.4.4/12.4.4]
- CMP.1.5 Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a proposal or call for action. [11.4.5/12.4.5]
- CMP.1.6 Use language in creative and vivid ways to establish a specific tone. [11.4.6/12.4.6]
- CMP.1.7 Integrate quotations and citations into a written text while maintaining the flow of ideas. [11.4.13/12.4.13]

Revise

- CMP.1.8 Review, evaluate, and revise by writing for meaning, clarity, achievement of purpose, and mechanics. [11.4.10]
- CMP.1.9 Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer. [12.4.10]
- CMP.1.10 Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing. [11.4.12/12.4.12]

Edit

- CMP.1.11 Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist. [11.4.11/12.4.11]



Publish and Technology

CMP.1.12 Use technology for all aspects of creating, revising, editing, and publishing. [11.4.9/12.4.9]

Research

CMP.1.13 Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources. [11.4.7/12.4.7]

CMP.1.14 Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies. [11.4.8/12.4.8]

Standard 2

Applications

(Different Types of Writing and Their Characteristics)

Students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description in texts. Students are introduced to writing reflective compositions and historical investigation reports and become familiar with the forms of job applications and résumés. Students deliver multimedia presentations on varied topics. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 1 — Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, students use the writing strategies outlined in Standard 1 — Process to:

CMP.2.1 Write fictional, autobiographical, or biographical compositions that: [11.5.1/12.5.1]

- narrate a sequence of events and communicate their significance to the audience.
- locate scenes and incidents in specific places.
- describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character's feelings.
- pace the presentation of actions to accommodate changes in time and mood.

Examples: Read several short essays by writers on the practice of writing, such as an excerpt from Anne Lamott's *Bird by Bird* or essays by Wallace Stegner or the first chapter of Eudora Welty's *One Writer's Beginnings*. Write an essay on how reading and/or writing have been significant in your life. After reading from Geoffrey Chaucer's *The Canterbury Tales*, write your own version of a traveler's tale.



CMP.2.2 Write responses to literature that: [11.5.2/12.5.2]

- demonstrate a comprehensive understanding of the significant ideas in works or passages.
- analyze the use of imagery, language, universal themes, and unique aspects of the text.
- support statements with evidence from the text.
- demonstrate an understanding of the author's style and an appreciation of the effects created.
- identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Examples: After reading “The Fall of the House of Usher” by Edgar Allan Poe (an example of observer narration), “The Prison” by Bernard Malamud (an example of single character point of view), and “The Boarding House” by James Joyce (an example of the multiple character point of view), analyze in an essay how the authors’ choices of literary narrator made a difference in the response of the reader. Make reference to examples from throughout the works in support of a position. Analyze the events, point of view, and characterization in Virginia Woolf’s novel *Mrs. Dalloway*. Write an essay arguing whether or not criticism of her work is valid.

CMP.2.3 Write academic essays, such an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that: [11.5.9/12.5.9]

- develops a thesis.
- creates an organizing structure appropriate to purpose, audience, and context.
- includes accurate information from primary and secondary sources and excludes extraneous information.
- makes valid inferences.
- supports judgments with relevant and substantial evidence and well-chosen details.
- uses technical terms and notations correctly.
- provides a coherent conclusion.

CMP.2.4 Write reflective compositions that: [11.5.3/12.5.3]

- explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
- draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life.
- maintain a balance in describing individual events and relating those events to more general and abstract ideas.

Examples: Select a quotation that is particularly meaningful. Explain the significance of the quotation. Write a reflective essay for fellow students on the significance of family in one’s life or on growing up at the turn of the twenty-first century. Make personal observations, but connect them to a larger theme of interest to the audience.

CMP.2.5 Write historical investigation reports that: [11.5.4/12.5.4]

- use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
- analyze several historical records of a single event, examining critical relationships between elements of the topic.
- explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- include a formal bibliography.



CMP.2.6 Write job applications and résumés that: [11.5.5/12.5.5]

- provide clear and purposeful information and address the intended audience appropriately.
- use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- modify the tone to fit the purpose and audience.
- follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document.

Examples: Write a resume outlining job experience, extracurricular activities, and other skills. Format the document so that the information is clearly represented for the intended audience. Respond to a classified advertisement for a position in a field of interest or complete an application for college. Include a resume and a detailed cover letter, outlining your skills and their match to the requirements of the position or the school.

CMP.2.7 Use varied and extended vocabulary, appropriate for specific forms and topics. [11.5.6/12.5.6]

Examples: Use formal word choices for most writing. Write: *The candidate criticized her opponent for changing his views on the issues.* Avoid writing the informal: *The candidate knocked her opponent for waffling on his views on the issues.* Use informal writing only for certain types of informal writing situations, such as journals, informal essays, and creative writing: *When it came to playing the game Clue, he was clueless.* Avoid colloquialism in most formal writing because it border on informality and may not be understood by all. Write: *Residents were extremely upset when they saw their tornado-damaged neighborhood.* Avoid writing the informal: *Residents were pretty much beside themselves when they saw their tornado-damaged neighborhood.*

CMP.2.8 Use precise technical or scientific language when appropriate for topic and audience. [11.5.7/12.5.7]

Examples: Use the vocabulary of a particular trade, profession, or group only when writing for that type of specific audience. A home improvement store supervisor would write: *The number 6 stick shed has 2-by and 4-by, poly, visqueen, and R-29.* The same sentence without technical language is: *The 2 by 4 and the 4 by 4 lumber is in warehouse shed number 6 with the polyester house wrap, 4 millimeter plastic sheeting, and R-29 Fiberglas insulation.* An attorney would write: *Wherefore, said Executrix prays that the Court enter an order authorizing the sale of said personal property pursuant to the provisions of I.C. 29-1-15-8.* The same sentence without legal language would say: *As the person appointed to handle the estate of someone who has died, I am asking the court for permission to sell some property that person owned.*

CMP.2.9 Deliver multimedia presentations that: [11.5.8/12.5.8]

- combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
- select an appropriate medium for each element of the presentation.
- use the selected media skillfully, editing appropriately and monitoring for quality.
- test the audience's response and revise the presentation accordingly.

Examples: Prepare a multimedia presentation about Indiana authors, such as Lloyd C. Douglas (*The Magnificent Obsession*), Booth Tarkington (*The Magnificent Ambersons*), Kurt Vonnegut ("Harrison Bergeron"), Lew Wallace (*Ben Hur*), Jessamyn West (*Friendly Persuasion*), and others. Support the presentation with visual images and video clips. Create a literary map of Indiana, with visuals that have been found or created, showing authors' hometowns, photographs, and biographies. Prepare a commencement presentation that will appeal to fellow graduates as well as their relatives and friends and to other students in the audience. Include clips of television broadcasts, videos, films, and music that were significant in some way to the class.



- CMP.2.10 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) that: [11.5.10/12.5.10]
- uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.
 - synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.
 - demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.
 - demonstrates that sources have been evaluated for accuracy, bias, and credibility.
 - incorporates numeric data, charts, tables, and graphs.
 - organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Standard 3

English Language Conventions

Students write using Standard English conventions.

- CMP.3.1 Demonstrate control of grammar, diction, paragraph and sentence structure, as well as an understanding of English usage. [11.6.1/12.6.1]
- CMP.3.2 Produce writing that shows accurate spelling and correct punctuation and capitalization. [11.6.2/12.6.2]
- CMP.3.3 Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing. [11.6.3/12.6.3]
- CMP.3.4 Identify and correctly use clauses, both main and subordinate: phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens. [11.6.4/12.6.4]



NOTES

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